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Generating the Power of Motivation: A Framework of Service – Based Learning Program for Young Talents

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Abstract: This conceptual paper describes the nature of service based learning program that could define the importance of motivation for students as future young talents. This paper proposes a research framework to examine the impact of motivation on students' academic achievement as well as aiming to and identify the constraints of motivation among students. This concept paper is based on previous literature on service based learning program and students' motivation. It has been found that students' motivations are highly important to students' academic achievement. The service-learning relationships, student's motivation and educational motivation were strong indices which affected the students' academic achievement in relation to the motivation. This study gives ideas to students on how to improve their motivation with proper motivational strategies. As students go through motivational structure for several times, their outcomes and targets will intensify and incline, the awareness of the motivation that they use will broaden significantly. Students should thrive effectively to lead and take necessary actions without delaying the motivational plan, by setting up priorities on the motivational procedure, which in turn will attain higher level of academic confidence from knowing what they are progressing towards their objectives. The academic confidence will considerably contribute to the higher level of students' academic performance. Day by day, as the procedure unfold, student need to remain flexible by adapting and adjusting with time and motivation.

Keywords: students' motivation, students' academic achievement, service – based learning, young talents

I. INTRODUCTION

A guidance approach relies on mutual connections between the community and the university; service-based learning offers an integrative and instructional method for achieving better standards of educational duties (Bringle, Games, & Malloy, 1999; Bringle, Hatcher, & Games, 1997). Motivation is described as the movement or process of motivating; the position of being motivated; a motivating power, catalyst, or

control; encouragement that causes a student or a person to operate (Merriam-Webster, 1997). Likewise, motivation is the expense of endeavour to perform outcomes (DuBrin, 2008). Although escalated thought to its advantages, service-learning is not comprehensively enhanced into major universities and colleges (Bringle & Hatcher, 2000; Holland, 1997). Absence of incorporation is frequently examined a consequence of tiny corporate pledge towards service learning (Bringle & Hatcher; Holland, 1997; Morton & Troppe, 1996), comprising deficient departmental support, funding, and cooperation from faculty (Ward, 1996). The reason of this research is to identify the impacts that generate the power of motivation among young talents – a framework for service based learning program. Whereas service and experiential training structures may be collected to integrate the academic achievement of students, a major objective of service training and learning is to establish chances for students to grow civic viewpoints and techniques, which are crucial for a democratic community. Henceforth, it is vitally essential to know the motivation among faculties for utilizing service learning concepts and strategies, a research discipline in which crucial facts exist (Driscoll, 2000; Giles & Eyler, 1998). Students should superbly have several origins of motivation in their learning processes and exposures in every class (Palmer, 2007; Debnath, 2005; D’Souza and Maheshwari, 2010). Therefore, the major elements for benefiting student motivation are highly inter-related with student, teacher, content, method or process, and environment. Faculty assistance is integral because applying service-based learning is a curricular resolution, and therefore within faculties’ influence (Bringle & Hatcher, 1995). Moreover, the course of service learning assists discussion compatible with representative and compassionate methods (such as escalating youth’s voices and involving in accessible dialogue) or strengths related with achievement in adulthood (Akos, Hamm, Mack, & Dunaway, 2007; Fielding, 2001; Levinson, 2012; Mitra, 2008). It fosters imagination by persuading essential motivation of students, participation in social work, and passion and perseverance, all factors connected to academic achievement (Farrington *et al.*, 2012; Larson, 2000). Targets and their impact on learning and studying are other cognitive motivational step that is substantially useful (Schunk and Zimmerman, 1994). The most potent external motivation is the possibility of gaining a job (Celikoz, 2010). An overall lower scale of motivation assigned to the faith that nothing they could execute will create a difference, when students have this type of experience, they frequently manifest what is known as *learned helplessness* (Seligman, 1975). Concise evidences of choices or recorded ideas about techniques to utilize can support and provide students to the extent that there are many ways to tackle and overcome a challenge and instruct them better action plans, an approach called *supplemental instruction* (Martin and Arendale, 1994). Students and learners can easily encounter achievement, acknowledgement and success by assuring that experiences towards success are tremendously important methodologies for motivation. Success makes self-confidence which in turn promotes students to participate and excel in the process of learning. Students tackle and overcome tasks with attainable standards of difficulties. The objective is to possess students’ achievement and students’ participation in their perspectives and opinions. Ferrari and Worrall (2000) provide an estimation of plan from the opinion of employee city-based society colleagues, dealing performance of student utilizing quantitative and qualitative tools. Sequences of environment were eligible to describe very sophisticated chains if motivational behavior (Skinner, 1953). The organizational opinion of faculty, society and students impacts of the service learning involvement is further emphasized in contemporary studies (Schmidt & Robby, 2002; Vernon & Ward, 1999). Portion of these factors of psychology and motivational behavior was an outcome of the new flow of theories, called as cognitive theories (Pressley & McCormick, 1995).

II. LITERATURE REVIEW

(A) Students' motivation and students' academic achievement

Students' motivation on students' academic achievement in academic service-learning (AS-L) improves when students attain knowledge and insight into their objectives and demands (Bro-dy & Wright, 2004; Duffy & Raque-Bogdan, 2010). Self-learning as well as experiential learning turns into well-used at the upper point of the hierarchy. The ability to produce desired results assist civic capabilities that can support advantages, such as participation in reliable social networks with shared goals, and give to a strong source for a transition of young person to adulthood (Hart *et al.*, 2007; Youniss & Hart, 2005). Classroom-based process of service learning may strongly dominate the sequence of students' participation in their societies, which proposes that field-based exposures relied in the belief of humanitarian concern and long-lasting behavioural benefits for the well-being of others (Hart *et al.*, 2007; Kahne & Sporte, 2008).

Chesbrough (2011) discovered that inceptive measures of college students for taking part in service chances are frequently external, such as integrating their resume, whereas as time moves on, they begin to be more internally motivated. The purpose for this transformation in motivation derives from the students "experiencing highly about an origin and demanding to participate" (p. 702). As a result of these invaluable exposures and experiences, students tend to display and represent that they would promote, recommend and advertise service-learning relationships to their colleagues that service-learning had been a brilliant environment in which to broaden several career pathways (Overall, 2010). Experiential or service learning is intensified when an individual is interactively participated with strong exposures and experience, that is, a student compressively, meaningfully, and naturally fosters skills, knowledge or characters such that knowledge is accumulated through the transition of experience.

Robert Gagné (1965) increased on this measure with his approach of systematic educational pattern depended on a hierarchy of behavioural ways. He also declared that every diversified way of learning method would need a diversified method of educational instruction. Even though Gagne's model does not support specifically towards the elements of behavioural theory, it does possess a vital behaviourist slope and has been really dominant in instructional structure. Students' motivations to the practical world exposure and experience assists designate them for professionals and careers later on in their life.

Hesser (1995) determined that increasing number of faculty members are integrating service learning because they considered valuably interactive forms of studying and experiential learning. Likewise, Bringle *et al.* (1997) advocated that even though early adopters (also known as "first-generation faculty") of service based learning were dominant at taking challenges and risks, current faculty (also known as "second-generation faculty") are less realistic and emphasized highly on precise results of service-based learning. The organizational motivation to partake in service-learning, as revealed by the staff supervisors of service learning programs, differed considerably but comprised a collection of self-excited motivations such as assisting students to study and fostering accountable citizens.

(B) Service-learning relationship and students' academic achievement

Research has displayed that AS-L enables students to use theory to practice better perceive measures of encountering the society as well as integral personal improvement (Eyler & Giles, 1999; Hardy & Schaen, 2000; Simons & Clearly, 2006). Moreover, the service learning step supports dialogues that are dependable

with the belief in selfless concern for the well-being of others and democratic, techniques related with victory in adulthood (Akos, Hamm, Mack, & Dunaway, 2007; Fielding, 2001; Levinson, 2012; Mitra, 2008). It may also foster imagination by persuading students' natural motivation, participation in the society, and grit, all fundamentals related to academic achievement (Farrington *et al.*, 2012; Larson, 2000). A form of experiential learning is service learning hereby classroom teaching and instructing is strengthened by societal service (Hunter & Brisbin, 2000), is recently a popular and highly acknowledged curricular element at several universities (Eyler & Giles, 1999).

The advantages of the service-learning relationships are accumulating to students from service-learning include increasing and intensifying critical thinking techniques, enhancing practice and theory, enlightening communication skills, and establishing long-term civic participation (Battistoni, 1997; Gray, Ondaatje, Fricker, & Geschwind, 2000; Hunter & Brisbin, 2000; Jacoby, 1996). When the belief in selfless concern for the well-being of others and relationship creating are preferences, service learning pursuits have the will to be in change experiences. College students register in academic service-learning (AS-L) courses to receive applied disciplinary facts by joining in a real-world exposure in the local society. The service-learning fundamental has evidently displayed multiple advantages to students in two main factors: their education is integrated and they are much likely to be participated as citizens throughout the period of adulthood.

Kronick (2007) viewed academic service-learning (AS-L) as “the step of enriching active guidance in the community into the learning that is happening in the classroom” (p.300). Incorporating opinions, voices and perspectives of students with friends within the school society in powerful and observable measures promote, assist and support in making and creating a cohesive, intellectual and successful school environment (Levinson, 2012; McDermott, 2008). Students begin the course with specific targets and points for the semester. Potentially, these school structures diminish students from involving and participating in school activities and the broader societal factors intrinsic to promoting civic temperaments (Larson & Rusk, 2011; Levinson, 2012). The ability to provide intended or desired outcomes are inter-related to all-inclusive participation in academics, comprising passion, persistence, perseverance and enthusiasm to work through circumstances and difficulties which are vital characteristics of academic achievement (Farrington *et al.*, 2012; Zins *et al.*, 2000). As the semester continues, students gain and encounter successes and failures that dominate their dedication, motivation and enthusiasm to the AS-L experience. Early adolescence may be an improving source in involving and sharing service learning chances to integrate critical thinking and problem handling skills whereas enhancing their strong enthusiasm in colleagues to dominate the society significantly.

Promoting the willingness among students to help others' well-being may intensify their capacity to participate in reliable discussions and apply problem-solving techniques that support efficacy and self-regulation in Higher Education Institutions (Levinson, 2012), encouraging pathways towards academic achievement and motivation (Farrington *et al.*, 2012; Larson, 2000). On the other hand, service learning may be a reliably strong appliance for motivating and stimulating students in Higher Education Institutions because learning occurs through the main object of the willingness to help others voluntarily, which needs student collaboration emphasized on civic programs. The precision of course targets supports both instructor and students perceive the behavioral objective or scale of perception in a particular course.

Service-based learning included youth intentionally participating in created community and social service in Higher Education Institutions throughout experiences that (a) reflect actual social needs, (b) are

ordinated among communities and schools, colleges and universities, (c) are enriched into the curriculum, (d) support organized interval of time for thinking and writing, (e) offer chances to practice academic qualities to real-world exposures, (f) integrate the curriculum by lengthening learning further away than the classroom, and (g) encourage socio-behavioral viewpoints, involving caring and guidance for others (Alliance for Service Learning in Education Reform, 1993; Ohn & Wade, 2009). The method of standard cited grading, relying the grade on achievable scale instead of comparing with other students, is highly persuaded as a manner of reducing the detrimental impacts of rivalry and promoting the advantages of collaboration and cooperation. The methods of encouragement and punishment are very meaningful and powerful in remembering about factors to assist and deny motivational behavior.

Experiencing self-efficacy, responsibilities of students, and other behavioral, social and emotional fundamentals discussed as essential for academic achievement in Higher Education Institutions (Bandura, 1997; Larson, 2000; Roeser, Eccles, & Sameroff, 1998) may be improved when they utilize their opinions – in the way of their perspectives, decorated discussions, and reliable tests and error of deliberation – to lead service activation practically and service learning programs are structured to improve self-regulation and self-efficacy of students. Considerable efforts are having started and in progress to implant and place the project within the school surrounding as fragment of the systematic syllabus.

Bosworth (1995) discovers that students differentiate caring and sharing interactions with friends, parents, family, and others within the school community as crucial, in a study of higher education institutions students' opinions of interactions within a school setting. Students further focused the positive significance of respect, kindness, and empathy irrespective of their personal situations. Self-management or self-regulation learning theory examines and identifies desires of students in an occupation and their motivation or initiative for executing and progressing the activity. Self-regulation is crucially important for the advancement of socio-emotional factors (Larson, 2000; Pintrich, 1999).

(C) Educational motivation and students' academic achievement

Self-efficacy is identified positively with executing and doing well on every test and exam. Studies depict that self-efficacy and self-management are crucially important for teenagers as well as youths when grit is needed (Bandura, 1997; Farrington *et al.*, 2012; Ryan, 2001). Students who accept that their effort is meaningful throughout service experiences are highly likely to prove for utilizing self-management skills (Pintrich, 1999). Within this cultural virtue, we anticipated the motivation to engage in service-learning would be the most powerful among those staff supervisors who had engaged in service learning activities as students and had a significant experience.

Knowing how to persuade caring school styles and enrich civic-oriented service learning into the classroom surroundings to enlighten service-learning relationships is critical (Kahne & Sporte, 2008; Kahne, Chi, & Middaugh, 2006; Wentzel, & McNamara, 1999; Youniss & Hart, 2005). The transformation from elementary schools to the larger middle schools supports improving youth with independence to progress and select opportunities but also may have an unexpected result in which they experience disconnected, with little chances to create relationships with caring adults (Pellegrini, 2002; Roeser *et al.*, 1998). It is crucially important for students to examine kind-hearted relationships for the importance of motivation with family, parents, friends, and others inside the school arena (Bosworth, 1995). With regards to motivation in service-learning, many students support in a “pay it forward” style because they attain a gift that was

previously helpful, and they prefer to support an identical type of guidance to others recently and in the near future.

Adolescence peers and mentors related with the service learning society help young learners integrate essential social benefits that will promote their accountable and reliable selections in and out of school (Hart, Donnelly, Youniss, & Atkins, 2007; Hoffman, Wallach, & Sanchez, 2010; Youniss, McLellan, & Maxer, 2001). Extra research reveals that instructors (or ‘teachers’) play a pivotal role in offering self-learning, academic achievement and mutual respect in the educational surrounding (Patrick, Ryan, & Kaplan, 2007; Ryan & Patrick, 2001). Service learning exercises also relate youth to positive societal systems during an influential stage when their identities are establishing. The motivation to assist others was anticipated to be an integral measure that service learning sessions selected to include their organizations as societal alliances. The willingness to assist the students tends to be equally powerful, irrespective of earlier exposure to service-learning on any area of the relationship.

Rising proof underscores the vital role of social-emotional adjustment in the academic accomplishment of youth (Farrington *et al.*, 2012; Larson, 2000). There are powerful affirmative relations between students’ opinions of an integrative school surrounding, comprising teachers’ assistance and a task-goal pattern (Roeser *et al.*, 1998). The theoretical concept of service learning supports exposures and experiences persistent with task-goal patterns aligned with integrating all students. The dominant was basically the outcomes of the influences of the learner’s previous knowledge and current structures on the manipulation and control of newer facts and information, so it was not as if the learner was interactively leading his or her learning yet.

The task-goal structure relates to a schools’ emphasis on mastery in a way that appreciates students’ works and assimilates cooperative instructional patterns and project or service or experiential learning relationships. Service-learning relationships are vital mechanisms that professionals and school teachers can utilize to motivate youths in education and for communal activity. Furthermore, it necessitates the involvement of school leaders for ambiguous and vague topics in which they require to assign manipulation and control to support positively to take extra responsibilities. School structures that do not comprise in the steps of decision making and put a limit on selections of students weaken their sensation of effectiveness.

Maintenance of newer facts and information in memory could still happen in theoretical way without interactive pathway by the learner. In theory, this could be an outcome of not holding a “big picture” of the general pattern of the content discipline. Researchers are recently proposing that getting access to a conceptual map of the general database, called as a site map, with one’s current position structured and one’s path highlighted could help learners avoid hyperspace (Bakker and Yabu, 1994). Alternately, an ability-goal pattern supports rivalry and focuses extrinsic rewards such as grades, which is related with decreased motivation and decreased participation in broader learning for certain students (Patrick, Ryan, & Pintrich, 1999; Roeser *et al.*, 1998). Whereas this may tend opposite to shared viewpoints of rigor, a preview of research on emotional and social learning and school achievement emphasizes and reflects recognition of techniques, comprising instructional measures with improved communication and collaborative learning that enhance the school compound and reinforce students’ academic achievement (Zins, Elias, Greenberg, & Weissberg, 2000).

III. CONCEPTUAL FRAMEWORK

In the theoretical framework, it includes concepts, definitions and references as well as to correspond with the scholarly literature, existing theory that is in used for the particular study. Based on the Figure 1, this

study will be showing the relationships of three elements or independent variables which are students' motivation, service – learning relationships and educational motivation toward dependent variable which is students' academic achievement.

IV. RESEARCH METHODOLOGY

This paper is a conceptual paper that designated to investigate the impacts of generating the power of motivation among young talents – a framework for service based learning program. In this study, the author conducted the secondary data research as the based for examining the linkages between variables. The objective of this conceptual paper is to identify the impact of motivation among young talents in service based learning program. In this research, secondary data such as journals, articles, books were gathered thorough library research and on line service.

V. CONCLUSION AND DISCUSSION

This study suggests many criteria that will integrate student learning causes and professors to be conscious of societal requirements of service-learning projects. Theoretically, it is obvious that there is no previous research in Malaysia with an emphasis on service-based learning in Higher Education Institutions with the factor of motivation. As a result, this study is a new contribution to knowledge. A vital element of behaviour theory was the direct and possible connection between responses from students and its sequences.

This study could open and allow researchers to explore deeply knowledge and insights on service based learning with motivation factor. In accordance with practical approaches, this study fosters and enlightens new concepts and developments in teaching and learning strategy. In programmed patterns, the learning elements themselves were equipped to offer instant response to students and learners. We are progressing towards a much unified viewpoint of what requires making learning happen as theoretical concepts of service-learning are method of learning and forecasts of its results. This is due to not so much discussion from previous research which study about the service learning toward academic performance particularly based on the time management, procrastination and prioritization toward academic performance: a framework for service based learning module, had been done before.

Future research should purpose empirical study using the new technique of sample, population and analysis in the research design for both qualitative and quantitative in order to expand on the findings. This study highlights that it is essential for educators designing service learning programs to take into consideration the requirements of both societal partners and students. Motivation is advanced when students are gained to a substantial quantity of motivational variables and experiences on a consistent basis. In order for service – learning to be established, faculty recruitment has to be adhered by endeavours to maintain participation (Bringle & Hatcher, 2000). Victorious computer – aided instruction integrates almost all of the appraisals of self – paced order alongside with some newer innovations that activate the program to be even more designated to the specific user (Cognitive and Technology Group at Vanderbilt, 1996). This study describes the motivations and academic achievement of students in their recent service-based learning experiences. Observations indicate and relate that students' decision to partake and involve in service-based learning are motivated by multiple influences of self-giving and self-serving.

In accordance with strategies of learning, strengthened by reliable research, are supporting students more precise explanations of its results, students are progressing towards a highly-unified view of what

requires to be executed to make learning actualize. Increasing number of students are under high level of tension and pressure related to apply wrong techniques and strategies, these students get to perceive the significance of integrating distinct approaches (Pressley *et al.*, 1989). An exciting viewpoint about how these certain perspective of cognitive strategy has transformed its manner into instructional structure is the emergence of hypermedia and hypertext. This modern instructional factor is straightly linked to the manner cognitive theory describes that sustainable memory is planned (Bakker and Yabu, 1994). This study further explores that the respective motivations of faculty members contributed in service-based learning and the institutions that employ these members are distinct in nature. Ultimately, the study delineates a substantial scale of both pre-experience anticipations and post-experience satisfaction among service-based learning societal partners.

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